

Reading – Informational Text (RI)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze an author's style and techniques to construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds

2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.
2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.
2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.
2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.
3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<i>5.2 Students are expected to build upon and continue applying previous learning. Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>		

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.	6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.	6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.	7.1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
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Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.	8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.
8.2 Identify text features and structures that support an author's ideas or claim.	8.2 Determine the impact of text features and structures on an author's ideas or claim.	8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.	9.1 <i>Students are expected to build upon and continue applying previous learning.</i>
9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.	9.2 <i>Students are expected to build upon and continue applying previous learning.</i>
9.3 <i>Students are expected to build upon and continue applying previous learning.</i>	
Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i>	
9.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
Grade 4 <i>Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</i>	
9.5 <i>Students are expected to build upon and continue applying previous learning.</i>	
Grade 5 <i>Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.</i>	

Standard 10: Analyze and provide evidence of how the author's choice of purpose or perspective shapes content, meaning, and style.

10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.	10.1 Determine an author's perspective or purpose and analyze how the author distinguishes his/her position from others.	10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Identify text features and structures that support an author's idea or claim.	11.1 Determine the impact of text features and structures on an author's ideas or claims.	11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.
11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning and building stamina; reflect and respond to increasingly complex text over time.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.